**EDLD 5370 Reading and Field-Based Experience Reflection**

**Technology Facilitator Standard 4**

**Technology Facilitator Standard 4: Assessment and Evaluation**

*Standard 4 highlights the roles that technologists will play in using technology to assess student learning of the core academic content, to assess student technology literacy, to improve student achievement, and to evaluate the implementation of technology programs for accountability and program improvement.*

**Reflection on Reading and Field-Based Experiences**

**Self-Assessment**

Reflecting on the readings for Standard 4, I recognize the importance that education places on student assessment. The current focus on accountability and student assessment “increases the demand for educational technologists to demonstrate how technology can improve assessment of student learning in the classroom” (Williamson & Redish, 2009, p.78). This was the focus behind my choosing to implement a performance-based writing assessment strategy project for one of my field-based activities. After evaluating the data from prior TAKS tests for my campus, I found that our fourth grade writing scores were lower than any of our other areas. This evaluation led me to design a project that would implement a performance-based writing assessment strategy through an electronic portfolio system to upload student work samples, construct rubrics to assess student work, and to analyze student progress. The process of evaluating student data aligned with the Performance Indicator *TF-IV.B* *(Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.)*

I began this project by meeting with the fourth grade writing teacher. She was immediately excited about using technology with her writing classes to increase student performance. We discussed ways to incorporate the writing rubrics that her students were accustomed to using, and ways to use technology as an assessment tool for more immediate feedback on student compositions. I set up a schoology course for her writing classes and modeled to the teacher and the students how to best use this course to submit compositions for review by their peers. There were rubrics for the original compositions and rubrics for students to follow in assessing their peer’s work. The teacher allowed her students to explore this system online and utilized it for a writing project. The results were very positive. The students were thrilled to be using technology in their writing assignments and were showing signs of increased engagement and increased learning. This activity aligned with Performance Indicators *TF-IV.A (Apply technology in assessing student learning of subject matter using a variety of assessment techniques) and TF-IV.C (Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communication, and productivity.)*  Because of the positive feedback from this experience, I realize that “we have opportunities to put new technologies to use in assessment, to create new kinds of tasks, to bring them to life, and to interact with examinees” (Mislevy, Steinberg, Almond Haertel & Penuel, 2003, p.47).

**Learn as a Learner**

I approached this activity with the focus of engaging students in the learning process through technology. Because I had experience with a schoology course, I believed that I could adapt it to be beneficial to fourth grade writing students. I learn new things by doing them (hands-on learning) and I believed that these students would be successful learning this technology by using the technology. My colleague, the fourth grade teacher, guided me as I designed the course for her writing class and helped me implement the performance indicators listed above.

**Lifelong Learning Skills**

This activity taught me that helping teachers incorporate technology into their existing curriculum can be very rewarding. This motivates me to find other areas where technology could be utilized effectively to improve instruction. As I look to the future, I recognize that more and more educational technologies will be created to address student assessment. “New types of performance assessments may take the form of simulations and games” (Honey, Fasca, Gersick, Mandinach, & Sinha, 2005; National Academy of Engineering & National Research Council, 2006, para. 8). That is exciting to look forward to discovering in the future as a lifelong learner.

References

Honey, M., Fasca, C., Gersick, A., Mandinach, E., & Sinha, S. (2005). *Assessment of 21st century skills: The current landscape.* Retrieved from www.21stcenturyskills.org/images/stories/otherdocs/Assessment\_Landscape.pdf

Mislevy, R., Steinberg, L., Almond, R., Haertel, G., & Penuel, W. (2003). Improving educational assessments. In Haertel, G. & Means, B. (Eds.). *Evaluating educational technology: Effective research designs for improving learning.* New York: Teachers College.

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in Education.